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AUTHOR	Cowen, Sonia S., Ed.
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ABSTRACT

This report presents results from a self-study of program administration and State Department of Education evaluation visit conducted at New Mexico State University's two-year branch campus at Carlsbad in April 1995. College activities and outcomes are described for the following 10 areas: (1) marketing, describing the college's marketing plan from administrative and faculty presentations at public meetings and high school career days to posters and program pamphlets; (2) special group enrollment, including an affirmative action plan, outreach programs to recruit minorities and the disadvantaged, and services to meet student needs; (3) counseling and career advisement, indicating that counselors are available throughout the year to help students with academic and career questions; (4) developmental education, including basic skills instruction, tutorial assistance, and educational training plans for each student; (5) job placement services, describing departments and agencies involved in making graduates and students aware of job openings; (6) the effectiveness of the school library; (7) institutional planning, reviewing the clarity of institutional mission and philosophy and efforts to coordinate with other agencies; (8) evaluation, specifying that all programs, faculty, administrative staff, and institutional goals are to be annually evaluated; (9) community education, including short-term courses for employees to improve job skills and services provided to high school students and displaced workers; and (10) professional development plans for full and part-time staff. (AJL)

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ED 400 021

Administration Self-Study and Evaluation Visit
New Mexico Department of Education's Vocational-Technical Programs
17-20 April 1995

by
Sonia S. Cowen
New Mexico State University, **Carlsbad**

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ADMINISTRATION OF PROGRAMS

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STANDARD: C.1.2.1 MARKETING (Institution-wide and Specific Programs)

1. **The institution has a written marketing plan which identifies staff responsibilities, goals and objectives, and other marketing resources.**

   - O The institution has a written Marketing Plan

2. **Marketing materials include strategies for recruiting males/females, minorities, and special populations into nontraditional occupations.**

   - O The Marketing Plan includes the campus strategies for recruiting into nontraditional careers as an appendix. The campus also is a participant of a statewide grant from the National Science Foundation to foster completion of degrees in Math, Science and Engineering by minority students. Information on this program is included as an appendix to the Marketing Plan.

3. **Documentation exists to verify the:**

   - O Development and dissemination of Vocational-Technical Program brochures.

   - O Development and dissemination of general publications such as the institutional catalog and student handbooks.

   - O Development and dissemination of student service publications with information on financial aid, career counseling, developmental education, etc.

   - O Program advisory sheets have been developed for all vocational and transfer degree areas. The check sheets give a program description, an explanation of the program objectives, campus and/or program entrance requirements, and all required courses. For the Nursing program, in addition to the program advisory sheet, a student nursing handbook has been developed (see attachment). The campus also distributes the Student Handbook (Did You Know?) to all new students at orientation. This Student Handbook includes information on services for students, the Student Code of Conduct and related information (see attachment).

   - O Development and dissemination of student service publications with information on career counseling.

   - O The following informational materials are disseminated by the Career Development Center:

     - NMSU-C Career Development Center booklet
     - NMSU-C Career Development Center information sheet

   - O Information about the Career Development Center appears in the NMSU-C catalog, NMSU-C student handbook, *Teaching College Students with Disabilities*, and other NMSU-C publications.

4. **Media used for marketing purposes are:**

   - O Radio
   - O Newspaper
   - O Television
     - The campus utilizes radio, newspaper and television ads for marketing purposes. Samples of these are included in the Marketing Report as appendixes.

5. **Administration and faculty make presentations to public meetings, other agencies and organizations, on request.**

   - The Professional staff and faculty are extremely active in making presentations to the high school audience (see appendix of the Marketing Report). Members of Student Services staff are active members and board members of the Southern Eddy County Interagency Council.

   - The Career Development Center Coordinator joined other local volunteers in providing outplacement services for dislocated workers from area potash and sulfur mines.

   - Career Development Center personnel have represented NMSU-Carlsbad at various events including the Eddy County Fair, a Career Fair at Hobbs High School, at Carlsbad High School, Loving High School, and local service organizations prior to the hiring of a part-time recruiter.

6. **Counseling and career day activities are held in all area high schools.**

   - Career activities are taken to the high schools and junior high schools in the area by the Career Development Center during the school year (see appendix to Marketing Report). The Career Development Center also hosts an Employer Exploration Day at our campus in the Spring.

   - Career Development Center personnel administer interest inventories at Carlsbad and Loving high schools followed by explanation, interpretation, and workplace implication of results. (See attachments)

   - A "first annual" Employer Discovery Day was held in February 1995 to coincide with Voc Fest activities. The informational focus provided an opportunity for employers to tour the campus, make classroom presentations, meet with faculty, and at their booths, to inform students about their firm and employment requirements. Area high schools and Adult Basic Education participants were invited to attend. (See attachments)

7. **Posters and other displays are strategically displayed in shopping malls, schools, and public buildings.**

   - The campus distributes the semesterly schedule to twenty locations in the surrounding communities (see appendix of Marketing Report).

8. **Student handbooks are available.**

   - See response to question 3of *C.1.2.1 Marketing* and the binder titled *Appendix to the Marketing Plan* contained in the NMSU-C Resource Room.

9. **Program pamphlets (for advising) are available.**

   - See response to question 3 of *C.1.2.1 Marketing*.

10. General catalogs are published and available.

- See the *1993-94 General Catalog for NMSU-C*, the *1994-95 General Catalog for NMSU*, and the galley of the *1995-97 General Catalog for NMSU-C*. All are contained in the NMSU-C Resource Room.

11. Outreach Activities are practiced.

- See response to questions 5 and 6 of *C.1.2.1 Marketing*. Also see binder titled, *Appendix of the Marketing Plan*, contained in the NMSU-C Resource Room. Also see responses to questions answered by the "Environmental Sciences and Technology" program for *C.1.3.5 Advisory Committees*.

12. Community and Interagency Coordination

- NMSU-C has many and varied relationships to community and business organizations. An outstanding example of cooperation between the college and the community is the Advanced Manufacturing and Innovative Training Center (AMITC) and the Applied Technology and Training Center (ATTC). In cooperation with the Department of Energy at the Waste Isolation Pilot Project, Westinghouse Corporation (the contractor for WIPP), the Carlsbad Department of Development and the City of Carlsbad, the project for furthering training to citizens of Carlsbad is underway. While not all piecing of the financing plan are in place, the State of New Mexico has given $500,000 to the college to begin the project which will total more than 5 million dollars in operating and capital expenses in the first three years.

- See response to question 5 of *C.1.2.1 Marketing*.

STANDARD C.1.2.2 SPECIAL GROUP ENROLLMENT

1. Affirmative Action Plan

- An Affirmative Action Plan is implemented at NMSU-Carlsbad to assure that all residents within our service area, experience equal access and opportunity to participate in the service, training, or employment provisions offered - or made available by this college. The individuals who share primary responsibility for the monitoring and/or the implementation of the plan's provisions are Dr. Douglas Burgham, Provost and Director of Personnel at NMSU-Carlsbad, and Mr. Don Hansen, Business Manager. Part of the plan may be found in the Mission Statement and the Policies and Procedures manuals at this college. NMSU-Carlsbad is a equal opportunity employer and service provider in spirit and in practice.

- NMSU has an approved Affirmative Action Plan and has charged the Personnel Office and more specifically, Ms. Elva Telles, as Director of the EEO Office, as responsible for the management of the plan. At NMSU-C, the Provost is designated as the personnel officer and is responsible for reporting progress and meeting goals of the plan. The most recent responses are found in the NMSU-C Annual Report- September, 1994, page 4, and NMSU-C Five Year Plan, page 6.

2. The institution maintains a process for the collection of student enrollment data which includes student demographics for each class by special population, gender, and ethnicity.

- This data is collected by Student Services and can be found in the appendix of the Marketing Report.

- NMSU-Carlsbad maintains a process for the collection of student enrollment data by class, by Special Population category, by student gender, and by student Ethnicity. The primary report produced annually which contains this data is the college Standards and Measures report. A copy of this document is forwarded to the State Department of Vocational-Technical Education each year. The responsibility for collecting and compiling this data locally falls upon two individuals: Chuck Ridenour, Coordinator of Learning Assistance Services, and David Swenson, Computer Science teacher. The information gained from this process or effort is used to plan and focus our recruiting strategies for the following year.

3. The institution provides a variety of outreach activities and appropriate services which are primarily intended for the recruitment of special populations, such as: economically disadvantaged, academically disadvantaged, persons with disabilities, and minority groups.

- The institution provides a variety of outreach activities and appropriate services which are primarily intended for the recruitment of special populations. In addition to the outreach activities of the Learning Assistance Center, a series of activities are conducted by Student Services and faculty on a yearly basis. The campus is also a partner in a National Science Foundation grant to recruit minority students into degrees in Math, Science and Engineering. A listing of these activities can be found as an appendix to the Marketing Report.

- Special-Needs student identification, recruitment, and assistance is accomplished in large part through the efforts and activities provided by the college Learning Assistance Center and Special-Needs Offices. Members of Special Populations are regularly identified and recruited for assistance or program involvement by way of paid services advertising, Public Service Announcements, established Community Agency Identification and Client referral systems, Faculty identification

and referral, community-based presentations, and the utilization of college survey or other "intake" forms for student self-identification.

- Once identified, interested Special-Needs entrants are provided with a wide array of service or assistance options. Among those that are both traditionally and routinely offered are the following: individualized advisement and needs assessment, inter-departmental referral (i.e. for career guidance or financial aid assistance), an individualized learning/training plan, bi-lingual assistance, personal tutoring, and multiple learning options.

4. Program Availability for both high and low ability Students

- NMSU-Carlsbad offers courses, programs, and services appropriate for the learning or ability levels of all students who attend this college. Examples include - but are not limited to - the following areas or opportunities: An Adult Basic Education Program, to train Academically Disadvantaged entrants who do not have a GED or who lack English Language Proficiency; a Learning Assistance Program, to assist Special-Needs or underprepared entrants (high school or other) in their college transitioning goals or efforts; a Minority Assistance Program to facilitate a concurrent enrollment or college success by minority student entrants or program enrollees; a HELP Center Program to support the training and service assistance needs of Disadvantaged, Single Parent, or Non-Traditional learners; a formal Developmental Studies Program and Sequence, to allow an immediate college enrollment by those qualified entrants who are yet skill deficient (upon entry) in the areas of Math, English, or Reading; Study Skills Seminars or training, for those who are otherwise college ready; and an Honors Program (Phi Theta Kappa) to challenge those who exhibit high learning potential and/or who have demonstrated their individual readiness for more advanced coursework or training. Program descriptions or schedules are available upon request.

5. Programs and Services are Accessible

- All Programs and Services offered or provided by NMSU-Carlsbad are equally accessible to students of both genders, and of all ages - above the age of 17. Evidence of program and service accessibility is provided by the college student demographic data exhibits, the college Standards and Measures Report; Individual course and service - area enrollment (or participation) profiles, and within the collection of policies, brochures, syllabi, or other descriptions maintained at this college and readily available for review.

6. Programs are equally accessible to the disadvantaged.

- Since Program Year 1983-1984 New Mexico State University at Carlsbad has been awarded 8% grant monies to provide assessment of JTPA applicants for Stay-In-School, Summer Youth, Governor's Committee on Concerns for the Handicapped, On-the-Job-Training, Work Experience, and Classroom Training programs. At least 75% of JTPA participants selected by Department of Labor for Classroom Training are economically or academically disadvantaged and many are from minority groups. These participants are provided support and guidance through the Career Development Center while enrolled at New Mexico State University at Carlsbad.

- The accessibility needs of both the Educationally and the Economically Disadvantaged are recognized and effectively addressed at NMSU-Carlsbad. The Educationally Disadvantaged (non-credit or formally enrolled) are offered a number of different alternatives to accommodate this area of need. Accessibility services and options range from an "open door-open enrollment" policy, for those "non-credit" disadvantaged entrants who are in need of Basic Skills assistance or training, to

the provision of multiple learning options to accommodate student differences in learning style and need. Added to the ways that we respond to issues related to student program or service access needs are the other customer - sensitive practices now employed - such as our flexible scheduling policy, the ongoing development or expansion of student support activities, curriculum and testing modifications for Special-Needs students, and the semesterly needs survey now administered to benefit all entrants.

- The Economically Disadvantaged also are provided access to college services and programs in a number of different ways. Those who wish to enroll in formal college courses or programs are commonly referred to the Financial Aid Office to be informed (and assisted) in their effort to gain the resources needed to pay for college tuition and book cost. Others are often referred to the Career Development Office to apply for JTPA or other program assistance. Yet others who might qualify as a result of a disability status are referred by us to any of a number of different agencies (DVR., NM Coalition for the blind, a community organization, or other) for extraordinary or supplementary services. Both need and no-need scholarships are also awarded each semester to those who qualify.

- In addition to what has already been mentioned, the College Support Service Programs (ABE, LAC, CDC, and HELP) regularly provide a number of free training and service opportunities each semester to benefit disadvantaged adults of all types -credit and non-credit participants alike. Examples include - job skills, workshops and seminars, college prep. seminars, and others.

7. Program Accessibility for the Disabled

- NMSU-Carlsbad does that which is appropriate or that can reasonably be done to make all services and programs fully accessible to disabled entrants. As an example, the college continues to modify the facility and existing entryways to assure that the disabled have both physical and mobility access to offices, labs, or classrooms within the building. A facility ADA Compliance evaluation has been done earlier, and that evaluation accompanied by a listing of the latest responsive modifications is on file in the Business and LAC Offices at this campus.

- Information, services, and program access are provided to the disabled in a number of different ways. A TDD machine has recently been installed in the Student Services Office to allow members of the deaf community to obtain needed information by phone. A Special-Needs student support office and system were established at this campus last year to direct added attention and services to the needs of disabled entrants. This office, located within the Learning Center seeks to identify and assist all disabled student enrollees attending NMSU-Carlsbad each semester. Once forms have been completed and a student interview conducted, the Services Coordinator begins to take the actions needed to assure that equality of access, treatment, and opportunity is experienced by the disabled student as early as possible. Responsive efforts to accommodate needs or equalize opportunities for the disabled often include - the assignment of a personal reader, note-taker, or tutor; the purchase or utilization of special assistive equipment (extendable keyboard, print enlarger, etc.); provision of alternative testing; books on tape; or (upon occasion) provision of a modified curriculum. Other access provisions available to non-credit enrollees include an open-enrollment policy, flexible scheduling, and the provision of multiple learning options.

8. Appropriate Services To Meet Student Individual Needs

- Particular emphasis is placed upon providing appropriate services and training opportunities for all students attending NMSU-Carlsbad. The Special-Needs Student Support Office in the LAC takes particular interest and care in identifying and accommodating the individual needs of disabled students. The Learning Assistance Center itself provides free, individualized services and training

opportunities for all entrants - using skills testing, needs assessment, and personal interview to determine "best placement" upon a student's entry. Also, our college Placement Testing and Developmental Skills Program (and sequence) help to assure the appropriate program or course placement for students who are skill-deficient in English, Reading, or Math. In addition, all faculty members are issued a Disabled Students reference handbook to assist them in meeting students individual or group needs within the classroom. The common goal which drives such efforts is our collective desire to do all that is reasonable to help individual students achieve their academic or vocational goals.

- For further information, please contact the Coordinator of Learning Assistance Services at this college.

9. Special Services - NMSU-C has a compliance self-study report available for review.

- See the binder titled, *NMSU-C's Office of Civil Rights Compliance Self-Study,* contained in NMSU-C's Resource Room.

STANDARD C.1.2.3 COUNSELING AND CAREER ADVISEMENT

1. **Counselors are available to assist students with their academic and career counseling needs at registration and during the year.**

   - Career advising is available year round through the Career Development Center on an appointment or drop-in basis. Much of the career advising is done in conjunction with academic advising during pre-registration periods. Both the Career Development Center Coordinator and JTPA Services Coordinator serve as career advisors. The departmental administrative secretary provides assistance with multimedia and computer software.

2. **Testing services are available for all students in order to ascertain a student's achievement level and his/her aptituted for various programs. This information is made available to counselors.**

   - Testing Services are widely available and implemented at NMSU-Carlsbad. The types of tests regularly administered, accompanied by a statement of purpose is given below.

   - College Placement Testing

     - All first-time student entrants as well as any other entrant who has not yet completed his/her Basic Skills requirements is required to complete a battery of Placement Tests as part of our college admissions process. A primary purpose of this testing is to identify student ability and college readiness (upon entry) in the Basic Skills areas of Math, English, and Reading. Another major purpose for assessing student Basic Skills abilities is to enable our faculty or staff advisors to effect the most appropriate course or program placement once the course selection process begins.

   - Special-Needs Modified or Alternative Testing

     - Efforts are regularly made to accommodate the different needs of disabled or otherwise disadvantaged entrants who either desire or need to participate in testing activities - of any type. Typical responses to such needs often range from extending the time limit of testing to providing a human reader - or special equipment support -to make the activity accessible and possible for the person involved. Such arrangements as made are done on a case by case basis, and arrangements are made through our Learning Center Special-Needs Services office.

   - Learning Disability Testing

     - Learning Disability testing is made available as an option for those students who suspect that their learning efforts are being hindered by some form of learning disability (i.e. Dyslexia). Typically, 15-20 such tests are administered each year through the Learning Assistance Center, and typically - the students tested in this manner are those who have been referred for such by a faculty member.

   - Other Types of Testing and Assessment Available

     - Other kinds of testing utilized and made available to all students upon need or request including TABE and Study Skills Assessment (within the Learning Center) and GIS Career Aptitude Assessment (within the Career Development Center).

- College Placement Test results are made available to advisors almost immediately upon the completion of the testing activity. Test results are provided by the Testing Coordinator located in the Learning Assistance Center anytime a need for additional test copies is forwarded.

3. **Test scores are made available to instructional staff and used as a means to identify individual needs of their students.**

   - All Student Placement Testing results are made available both to advisors and instructional staff upon the completion of the testing activity. Students are provided with score report copies to take to their assigned advisor once all testing has been completed. Also, student score report copies are maintained at the LAC testing center in case additional copies are requested by instructional staff at a later time.

   - Test results are consistently used to identify individual student skill deficiencies or learning needs. Once the score report is complete for any student, advisors use this information to place the student into appropriate level coursework (or programs) - particularly where a need for developmental coursework or training is needed. Other factors used to make student course/program placement recommendations often include - high school grades ACT or SAT scores, and a student's state interests or goals.

4. **Sufficient information is made available to counselors and/or faculty advisors to assist them in the techniques of career advisement. This includes class enrollment by sex and ethnicity, to determine whether under representations are occurring in any class program.**

   - Sufficient information is made available to faculty members to assist them in the techniques of career advisement. All full-time faculty participate in a faculty advising system. All faculty are provided with a faculty advising manual and trained in the interpretation of placement scores, advising techniques and program requirements (see Faculty Advising Manual exhibit).

5. **Counselors keep students informed about current job markets.**

   - Labor market information (LMI) provided by the New Mexico State Occupational Information Coordinating Committee (NMSOICC) is an integral part of the career advising provided by the Career Development Center.

6. **Information about counseling and testing services provided by the institution are made available to all entering students.**

   - All degree-seeking students are required to attend an orientation session in which all services of the campus, including career counseling and advising are explained. These services are also described in the Student Handbook (Did You Know?) that is given to the students at orientation.

   - Information about the Career Development Center is included in all informational material provided by New Mexico State University at Carlsbad.

7. **Counseling services are made available through flexible scheduling in an effort to provide services for full-time, part-time, evening and off-campus students.**

   - The Career Development Center maintains regularly scheduled hours: 8 a.m. to 6 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Fridays. After hours appointments are available as well.

8. **The Guidance Information System (GIS) is made available to all students and the community. Ongoing efforts are made to inform the public of this service.**

   - The GIS is installed on two Career Development Center computers and is available to students and nonstudents on both an appointment and drop-in (as available) basis. Information about GIS is provided at monthly Career Awareness presentations held at P.R. Leyva Junior High each academic year. The Career Development Center provides GIS training and assistance to local area high school counselors as well.

9. **Counselors present information to local high schools and recruit students from high school vocational programs.**

   - Career Development Center career advisors regularly provide interest inventories to all high school juniors at Carlsbad High School and Loving High School and inform students of vocational education opportunities at New Mexico State University at Carlsbad during those regularly scheduled visits as well as during special visits.

10. **Counselors work with high school counselors in local service area to articulate programs and to assure that high school credits/courses articulate to postsecondary programs.**

    - Career Development Center career advisors are working with area high school counselors to coordinate advising of students and to clarify requirements to facilitate credit/course articulation to New Mexico State University at Carlsbad.

11. **Counseling materials utilize proactive strategies for recruiting students from special populations and individuals in nontraditional programs.**

    - Counseling materials utilize proactive strategies for recruiting students from special populations and individuals in nontraditional programs.

    - The Marketing Plan contains an analysis of the campus strategies for recruitment of underrepresented populations. The Minority Assistance Program has developed a specific brochure to recruit minority students into Math, Science and Engineering fields (see Marketing Report appendixes).

12. **Special services are provided to meet the counseling needs of special populations and nontraditional (age & gender), and minority students.**

    - Special Services are provided upon need or request to respond to an individual student's counseling needs - regardless of the type of "Special-Need" represented. When or as needed, assistance such as interpreter services, readers, or special equipment can be made available to achieve the desired goal. The Special-Needs Office is the primary referral and service site responsible for making the arrangements needed to assure equal access and opportunity for all Special-Needs students attending this college. Located within the Learning Center, either Chuck Ridenour (LAC Services

Coordinator) or Sue Ryan-Logan (H.E.L.P. Services Coordinator) may be contacted by those needing services or additional information.

STANDARD: C.1.2.4 DEVELOPMENTAL EDUCATION

1. Pretests in Basic Academic Skills areas are available.

- Upon entry, all first-time students seeking admission at this college are required to complete a battery of College Placement Tests, centering around the measurement of student ability in the areas of Reading, English, and Math. Upon completion, student tests are scored, and specific course recommendations are provided (developmental-level or other) on a student score report. Upon the completion of a New Student Orientation session (required), the student is given his/her score report to take to an advisement session - normally conducted by a designated faculty member. Beyond this, faculty members may access student test information at anytime by simply contacting the Testing Coordinator within the Learning Assistance Center.

2. Instruction in Developmental Studies is based upon a students academic deficiencies.

- As developed and established, the Developmental Studies sequence at NMSU-Carlsbad is designed to accommodate and remedy the different types and levels of academic need represented by our student entrants each semester (see attached chart). Beyond the entry Placement Testing activity used to identify student Basic Skills needs or deficiencies, Faculty advisors inquire about or review, other criteria such as a student's high school academic record and any ACT or SAT scores available to effect the most appropriate placement of a student within the Developmental sequence mentioned. Even then, the teachers of those developmental classes (particularly in the areas of Math and English) monitor student performance closely for the purpose of moving students to lower or more advanced levels where such a need is apparent.

3. Basic Skills instructional assistance as provided prior to - or concurrent with - Vocational training.

- Prior to a Vocational course or program enrollment, the basic skills proficiency levels of most students are assessed as a standard practice within our admissions process. The students whose Basic Skills in one or more areas are deficient, are commonly either referred to the Learning Assistance Center to participate in non-credit tutoring or training, or encouraged to enroll in one or more formal Developmental level courses until a condition of Vocational Training readiness has been achieved. Basic Skills assistance is also available and provided in two other ways: Faculty referral of a student to the Learning Center for assigned tutoring support during the term of enrollment, and/or student participation in a Vocational area-specific tutorial where such available (ex. the UNIV.101 course in Nursing).

4. Student Progress and Accomplishment is assessed and utilized in counseling.

- This objective is regularly met and represents a responsibility shared by the course instructor and the Testing Office within the Learning Center. Typically, a student's progress is both measured and monitored in a number of ways. These include - the administration of course content tests or quizzes, student attendance patterns, student products, and a student's participation level. Beyond this, the LAC or the Testing Center often has a student's entry test results as well as tutor records to share with faculty to assess an individual student's progress. since student advisement and counseling at NMSU-Carlsbad is a shared responsibility, all areas are cooperative and responsive in sharing information under a "need or right to know" authorization to accomplish effective counseling.

5. A variety of strategies are used to accommodate differences in student learning style.

- NMSU-Carlsbad faculty and staff do all that is reasonable to accommodate student need and learning style differences. Examples include - the multiple learning options available through the Learning Center, Learning Disability and Learning Style inventories - also available through the LAC., Special-Needs curriculum modification (in-class) where need is justified, tutor assignments to complement learner efforts, and the multi-dimensional instruction (or instructional options) used by most faculty.

6. Tutorial assistance (academic, study skills, and other) is provided for Vocational students.

- The Learning Assistance Center is the designated vocational and academic support service site for the college. Each semester, employed tutors within this area provide direct one-to-one or small group assistance to 300 students - a third of which are vocationally enrolled. Beyond this, tutors regularly work with vocational students and faculty outside of the Learning Center environment both to assist and promote student involvement in the different support services available. In effect, all tutoring as provided is vocational support tutoring since much time is invested preparing students for a later vocational enrollment each term.

7. Vocational English as a Second Language is provided.

- This particular provision is currently implemented on a very limited basis at the college level - primarily because of the lack of enrolled students who need or request this service. The Learning Assistance Center has Bi-lingual staff available to respond to such entrants or referral. However, those who have a limited English proficiency typically lack a GED upon entry; as a result, their first interest (and ours) is to obtain a GED certification at the earliest time possible. Consequently, such individuals are either placed into an ABE or an LAC English as a second language class.

8. Bi-lingual vocational training for LEP students is provided.

- At this time, those few LEP students who are vocationally enrolled at NMSU-Carlsbad are normally referred early on to the Learning Center to receive needed tutorial assistance. However, most of our Vocational Prep. training for the limited English speaking (and other disadvantaged entrants) occurs at the "non-credit" level. Such free training opportunities are offered and provided by both the Learning Center and the Adult Basic Education Programs. Within the LAC, the related service/training offering is called "Pre-Employment Skills Training;" at the ABE level, such training is provided by the ESL and "Life Skills" program offerings.

9. Consultations with Vocational instructors are utilized to develop basic skills curricula.

Both the Learning Assistance Center Coordinator and the Coordinators of other service areas or departments regularly consult with Vocational faculty to develop basic skills curricula and student support opportunities. Examples of such efforts include the "Univ 101" tutorial course recently incorporated within the curriculum structure of the Nursing and Welding Departments, the development of extensive Nursing Prep. tutorials (all levels) within the Learning Center - resulting from collaborative planning with the Nursing Department Coordinator; and collaborative planning between vocational faculty and student services staff which resulted

in the development of Tech-Prep and Minority Assistance concurrent enrollment/training opportunities for local high school students.

10. Vocational instructors have access to student progress records.

- All vocational faculty have full access to the records of those students that either they advise or teach during a semester. The types of records commonly requested or made available upon need or request include - student transcript copies, student entry placement test scores, and LAC tutor progress notes on students being assisted outside of the classroom.

11. Assistance is available for Vocational instructors when working with Learning Disabled Students.

- All faculty (both full and part-time) are provided with a review of the processes and systems used by this college to address the needs of all categories of enrolled Special-Needs students each semester. Typically, students who have a perceived learning disability are referred early to the Learning Assistance Center Special-Needs office to be formally assessed and assisted. Also, each faculty member will be provided with a "Reasonable Accommodations" handbook beginning Fall, 1995, to inform them about the types of students who are considered as being of Special-Need by State and Federal definitions. Such descriptions are accompanied by an outline of the appropriate actions that a faculty member should take (inclusive of a resource listing) to respond effectively to any in-class needs represented. Otherwise, the Basic Skills support needs of most other students (vocational and other) at this college are addressed by the Learning Assistance Center and its staff.

12. Comprehensive Services are provided to support vocational students.

- NMSU-Carlsbad provides a wide array of support services and opportunities to assist vocationally - enrolled students. Beyond the free tutoring and computer assisted training opportunities provided the Learning Center, students are encouraged to participate in Career Center activities (GIS., career counseling, job-skills workshops, and job-placement) to facilitate the accomplishment of their individual goals, yet other support services provided include - Financial Aid and Scholarships for qualified enrollees; Tech-prep and concurrent enrollment for qualified high school students; Minority Assistance Program Services; a highly accessible computer lab (student practice needs); a highly supportive and accessible faculty; and child-care transportation assistance service (limited-basis only via the college HELP Center).

13. Assistance is available for Disadvantaged vocational students.

- The needs of Disadvantaged Vocational students - as previously mentioned are well accommodated by the college through different services traditionally offered to assist those in need. Typically such services include - but are not necessarily limited to - the following:

  - Career Exploration and Guidance (Career Development Center)
  - Financial Aid - Pell, Work Study, Scholarships (Financial Aid Office)
  - JTPA referral or Placement (Career Development Center)
  - Basic Skills or Vocational course assistance (Learning Assistance Ctr)
  - Child-Care Transportation, or Housing Assistance (LAC/HELP Center)

- Special-Needs accommodation (Learning Assistance Center/Special-Needs Office)
- Other Basic Skills and job skill Assessment (Learning Assistance Ctr/Pre-Employment Skills training program
- Interagency referral and collaboration is yet another resource system used to assist the disadvantaged.

14. The different Developmental Education program facets are well coordinated.

- All facets of the NMSU-C Developmental Education Program - including the Special-Needs component are well coordinated in an effort to accrue maximum educational and support service benefits to different "at risk" student population groups. For example, once students complete the entry skills/needs assessment activities (required), each is "placed" into courses, programs, or support opportunities appropriate to the student "readiness" level and/or the individuals goals. Once placed or enrolled, an established monitoring sequence begins (observation, early class testing, and student conferences) to determine if further action - such as a tutor referral or a course/program level movement - is required to assure or promote student success. Other than this, the college support service area coordinators meet and collaborate regularly both to identify and develop effective responses to the needs of at-risk learners. Examples of our present system include the Academic Alert form (used by faculty) and the Developmental Scope and Sequence Chart (see attached).

15. An Educational Training Plan is developed for each student.

- At this college, this activity is limited to the following examples. All students who are able (with assistance or via individual decision) to identify a major field of interest are provided with a formal degree or certificate checklist at the earliest time possible - to guide their efforts and choices as they strive to complete their academic or vocational goals here. In addition, all Special-Needs students identified are referred to the Learning Assistance Center for assistance and individualized program planning and development. Beyond this, and those plans developed by faculty with Nursing students, Educational Training Plans for individual students remain area or individual specific.

- Please contact the Coordinator of Learning Assistance Services at this college if more information is needed.

STANDARD: C.1.2.5 JOB PLACEMENT (STUDENT SERVICES)

1. **A planned program for placement of graduates (including nontraditional and special population students) exists in the institution.**

   - The Career Development Center acts as a support service to assist the vocational programs instructors (who maintain contacts with industry) with job placement.

2. **The management plan has identified the person(s) responsible for job placement.**

   - Coordination of job placement activities is provided by the Career Development Center coordinator, including part-time off-campus job opportunities as well as full time positions for graduates.

3. **Job vacancy information is kept on file and displayed on campus for student referral.**

   - Federal, state, surrounding-state, and local job opportunities are posted on the Career Development Center bulletin board. Various publications (such as New Mexico State University at Las Cruces' *Career Focus* and University of New Mexico's *Career Services News*) are available in the Career Development Center for student referral.

4. **Formal follow-up studies of graduates and non-graduates are conducted and used for program planning, curricular revisions, career counseling, and program evaluation.**

   - The Career Development Center is responsible for the annual graduate follow-up survey and provides the data collected to the executive administration. Employment trends are incorporated into the career advising provided by Career Development Center advisors.

5. **Instruction and/or other activities are made available to all students which would assist them in finding, keeping and advancing in a job.**

   - The Career Development Center teaches one to two sections of AS 102: Career Planning and Development each semester. Included in this course are job search skills, job retention skills, and work ethics. A series of workshops has been offered during the Spring 1995 semester dealing with job search and job retention skills. The Career Development Center plans to continue offering these workshops on a regular basis.

6. **Full utilization is made of services provided by other agencies.**

   - The Career Development Center has available a ready supply of free materials provided by the New Mexico Department of Labor, and in particular the New Mexico State Occupational Information Coordinating Committee (NMSOICC). These materials are used in advising, in AS 102, in workshops, and wherever else appropriate.

STANDARD: C.1.2.6 LIBRARY AND MEDIA

1. **The Library Is Easily Accessible to Vocational Students and Faculty.**

   - Yes. In addition, as the sign at the entrance states, if additional hours of access are needed they simply need to be requested.

2. **Professional Journals, Manuals, Handbooks, Manufacturer's Publications, Trade Journals, Newspapers, Etc., Are Available for Students and Faculty Reference.**

   - The collections in the library were purchased based largely upon specific faculty requests for items to supplement their instructional efforts. The library does not attempt to have a comprehensive collection on all subjects. Instead, funds are utilized to support specific instructional efforts. According to the latest ACRL "Standards for community, junior, and technical college learning resources programs", approved in 1994, our funding at the level of 8.4% of "I" comes close to the Excellent ranking of 9% of "I". Funding has been available to meet faculty requests/demand. The in-house collections are supplemented with CD-ROM indexes, and internet access to OCLC's FIRSTSEARCH. FIRSTSEARCH presently has around 40 on-line databases. Some of the Vocational-Technical ones are as follows: Medline, ArtIndex, ABI/Inform, Disclosure, WilBusAbs, ERIC, and ApplSciIndex. A survey of the list of FIRSTSEARCH databases used this semester reveals that the nursing students are using Medline to supplement the information provided by the Silver Platter "Drug Information Fulltext" CD-ROM, for their drug assignments. Once a citation is in hand, the student requests interlibrary loan service. The library has been a full member of OCLC since July, 1992. Reports reveal that an interlibrary loan requests normally takes 9 days to arrive. Limits are not placed on the number of requests a NMSU affiliated patron can have processed. Such on-line access has often makes the actual purchase of a journal subscription unnecessary. It frees both the budget and faculty/student to select from a wide range of interests for their research projects. The library is a member of the Copyright Clearance Center and pay appropriate royalities as needed for the interlibrary loan articles acquired. In February, 1994, 57 interlibrary loan requests were processed; in February, 1995, the library processed 285 such requests. In the present fiscal year this number is now at 1,551 interlibrary requests.

3. **Vocational Students Are Informed of the Services Provided by the Library and Are Encouraged by the Faculty to Use These Services.**

   - In addition to the hand-outs available on the front desk of the library, the librarian does encourage faculty to have a short presentation made in the classroom prior to specific assignments which would require information access. Normally the class is asked (or the faculty member) to provide the librarian with a subject of interest. That topic is used to provide a printed example (one for each student) of available resources both in the collection, on CD-ROM and via the On-line databases. Since each reference tool has it's own operational steps, prior knowledge of these, plus a warning to expect to spend at least 30 minutes for one computer search, helps the students make efficient use of their time. The general public is welcome to use the CD-ROM indexes and the print collections. The library does restrict internet access and interlibrary loan services to only NMSU affiliated patrons.

4. **Faculty Are Given the Opportunity to Select Materials And/or Publications for Their Areas of Instruction.**

   - They are strongly encouraged to do so. As stated under number 2, the contents of the library collections reflect such activities.

   - A list of the titles ordered this fiscal year is available for review upon request.

5. **The Library Maintains a Selection of Materials to Be Used for Staff Development Activities.**

   - As identified by on-line information searches, faculty often acquired such articles by interlibrary loan. This type of information is often the more current than any identified book on a topic. However, key word searching of the on-line book databases is also available. It is not unusual for a faculty member to have the library staff order a book for the local collection that was originally obtained through interlibrary loan.

6. **Full Utilization Is Made of Services Provided by Other Agencies Such As: Vips, State Library, Local Library, Multi-cultural and Gender Equity Library at UNM, Etc.**

   - With the level of support and information services available in-house it is left up to the patron on whether or not they use other agencies. The library staff will help the patron to make an educated guess as to whether a visit to the other local libraries might be useful by first listing the subscriptions that they purchase in the local note field of the Academic Abstracts CD-ROM. The library also has posted on the bulletin board just inside the library a list of the CD-ROMs available at the local public library. It is not unusual for us to request media from VIPS. Several times a semester the library staff will call the 800 phone number of the Reference service of the New Mexico State Library to gain timely access to federal legislation.

7. **Vocational Materials Are Up-to-date and Reflect the Current Needs of Industry.**

   - See number 2. Purchases this year have been made for science, nursing, paralegal, welding and secretarial areas.

8. **The Library Maintains an Atmosphere Conducive to Learning and Provides a Variety of Study Areas Such As: Leisure Reading Areas, Individual Study Areas, Work Tables, and Small Group Meeting Areas.**

   - Yes. Small groups often pull a couple of the tables together. The Library and Media Center also has several VCR/TV set-ups, with headsets, which are used by nursing students, etc. to watch reserve videotapes. The general public is also allowed to use the media collection on an in-house basis.

9. **The Media Unit Houses and Maintains a Variety of Audiovisual Equipment and Makes These Available to the Faculty on Request.**

   - Yes. A print copy of such instructional equipment inventory is available upon request.

10. Library Materials Reflect Cultural and Gender Diversity in Positive Ways.

- Yes. The Library and Media Center has recently obtained several regional geography video tapes which are up to date in their portrayal of various cultures such as east Asia, Africa, South America, Brazil and Japan. They are used in the regional geography course Geog 241G and are available for use by any other instructor or student. Another recent media purchase is a set of 10 video tapes entitled "World Climate & Landscape Regions" which was written and filmed by a prominent female geographer who holds her PhD from Oregon State University (Dr. Mary Nolan). Additional cultural diversity understanding will be enhanced by the arrival of a recently ordered "World Geographic Encyclopedia", published by McGraw-Hill, for the reference section of the library. Also on order is a book entitled "Encyclopedia of American Religions", published by Gale Research Inc. A heavily utilized work for several semesters is entitled "Encyclopedia of World Cultures", published by Macmillan Publishing Company and is housed in the Reserve Section of the library. Two additional video tapes in the media collection are entitled "Understanding different cultural values and styles" and "Why Value Diversity?". The nursing program utilizes a set of video tapes entitled "The Developing Child" which incorporates coverage of society and search for identity. All of these were ordered based upon faculty recommendations. A recent EEO workshop has also resulted in a couple of video tapes, which are in the Reserve Section, that the faculty can watch to remind them in part that it is important to be sensitive to gender and cultural diversity among their students in the actual classroom. One of these videos is entitled "Teaching in the Diverse Classroom-Race in the Classroom: The multiplicity of experience" and the second video tape is entitled "Inequity in the classroom: a video for Professors and Adult Educators".

STANDARD: C.1.2.7 INSTITUTIONAL PLANNING

In the Spring of 1994, the faculty and administration of NMSU-Carlsbad revisited the campus' *Mission, Goals, and Purposes Statement* and created a list of nine (9) major goals and purposes for 1994–2000. A committee formulated an assessment model to provide guidelines for a "self–conscious institutional analysis and a further realization of the institutional mission and purposes". This document creates the basis for informed decision–making and provides opportunities for meaningful improvement. The outcomes assessment plan defines outcomes, lists possible assessment tools, identifies the sources of data, identifies the user of that data, the frequency of assessment activities, and the anticipated application of the information. A flow chart in the Outcomes Assessment Document is included to show the feedback cycle. (See the *Plan for Assessment of Student Academic Achievement*. in the NMSU-C Resource Room.)

1. The mission, philosophy, goals and objectives of the institution are clearly defined and written.

- In early 1993, a committee was formed for the purpose of re–writing the Mission and Goals Statement for NMSU–C. The committee was broadly representative of the NMSU College community as well as the service area. Through a process that covered several months and many meetings, a new Mission and Goals Statement was developed, utilizing input from the campus community at large as well as the membership of the committee. That product was then submitted and subsequently approved by the College community. It was presented to the campus' Local Advisory Board in April of 1993, and was then submitted to the Board of Regents of New Mexico State University for formal adoption at their December 1994 meeting. (See Mission, Goals and Purposes Statement for NMSU-Carlsbad, contained in a binder of the same title in the NMSU-Carlsbad Resource Room.) The Statement will be published in abbreviated form in *NMSU-Carlsbad's General Catalog for 1995-1997* (see galley of the 1995-97 *Catalog* in the NMSU-C Resource Room).

2. The philosophy, goals and objectives are reviewed annually by a committee(s) with representation from staff, advisory boards, industry, lay people, and students.

- In the Spring of 1993, NMSU-Carlsbad implemented a new campus-wide governance system to provide a framework for constant input concerning the currency of the institution's *Mission, Goals, and Purposes Statement*. One of standing committees of the governance system is designated as the *Institutional Planning and Assessment Committee*, and is charged with monitoring and initiating institutional planning processes; it is composed of administrators, faculty, staff, and one student, and it is responsible for aligning the long–range planning for the College with the newly–approved Mission and Goals Statement.

- Additionally, the College Advisory Boards and the advisory boards associated with specific academic clusters or academic programs are either currently in place or are being developed to monitor the progress of the Institution in fulfilling its *Mission* and in reaching its *Goals*. The campus–wide assessment package currently in development will strengthen the ability of the Institution to measure its fulfillment of the *Mission and Goals* through specific assessment tools, and will allow more consideration of quantifiable information with regard to the success of the College in meeting its stated purposes.

- In developing a comprehensive approach to planning, the campus has implemented a means to plan and budget all aspects and related operations of the campus (*i.e.*, a *comprehensive* approach) – addressing, to all extent possible, the needs of students for new or revised curriculum, the availability of faculty to teach curricula responsive to those changing needs, the services needed to

match students to appropriate courses and fields of study, as well as the services needed to provide students with (a) tutorial assistance and continual assessment of their scholastic progress, (b) on–site acquisition of reading and study materials, © job placement and career counseling, (d) adequate and appropriate computer and library resources, (e) efficient and accurate billing, (f) timely information on health related issues and referrals, and (g) alumni support. Ideally, these concerns will be shared by students enrolled in credit, non–credit and Elderhostel courses alike. Thus, "comprehensive" response requires input from all administrative, academic and student–leadership representatives. To date, those associated with the academic affairs unit on this campus (*i.e.* academic programs–faculty, computer labs, honors program, The Desert Sun, Phi Theta Kappa) have participated in a futuristic planning process (*i.e.*, last Spring) – wherein the faculty scanned the environment for needs, obstacles, and strengths, and proposed a vision of their programs in the Year 2000; they in turn identified the resources that would need to be available in order to realize that future. In tandem with the planning process, the academic affairs unit—utilizing, again, input from the faculty—generated a budget based on the plans submitted, and prioritized their needs in terms of maintaining the status quo (budgeting priorities two and three); they also identified which plans and allotted resources would align with the priorities of the administration for those plans which would help the campus as a whole (a) realize its academic initiatives, (b) realize initiatives of one or more academic programs, and © realize specific initiatives for faculty development.

- The intent of the new process is to gather input from across the campus, and to establish priorities for the distribution of our resources. Some "plans", regardless of their merit, may need to be "put on hold" until plans of a higher priority are funded and implemented. In any case, the campus as a whole, is aware of our needs and available resources. The campus as a whole becomes responsible for contributing to our total welfare currently and in the future.

- **Planning Model**

  Globally, many Fortune 500 companies have progressed beyond the Total Quality Management processes introduced by Deming and Juran, and have adopted those commonly referred to as "TQM–Plus". Promoted under a myriad of different trademarked titles, the generic term of "TQM–Plus" refers to those processes which cause an organization to adopt a global approach to success and long–term survival. The approach is normally holistic and dynamic, in that it utilizes *all* of its available resources—including the intelligence and motivation of its employees and other stakeholders—to adjust *quickly and best* to the rapid changes of our global environment. In short, it causes the Institution to both *align and attune the changing environment with the changing capabilities and readiness of the organization.* The main purpose of incorporating the planning model is to be prepared for change, to be positioned ahead of competitors to respond to the change at the moment such response is necessary, and to be able and willing to continue changing in harmony with external changes. The result is a finely synchronized match between changing demands for our resources and the changing ways in which those demands can be met most efficiently and effectively ahead of our competition. The process identifies "what must be done", as defined by our consumers (*i.e.*, students and other stakeholders), as well as, "how it must be accomplished by what time", as defined by strategies planned in anticipation of assumed and expected changes. The process is ultimately designed to help the organization its own course—to realize its own vision, to create and realize its own destiny, to ultimately participate as a futuristic agent, in shaping the environment to which the organization responds.

- Towards this final goal, the academic unit of the campus has participated in the preliminary stages of planning, in that each academic program: (1) developed a vision for the Year 2000, (2) presented assumptions of the future as it would influence their specific program and courses, (3) defined the scope of their program's response to anticipated changes in the external environment, (4) identified

strengths and obstacles that would influence their success in realizing their visions by the Year 2000, (5) identified strategies they would incorporate to maximize their strengths and minimize their weaknesses, and (6) projected the number and scholastic standing of the students they would serve in the Year 2000. The visions have been printed on signs that are posted around the campus for the purpose of informing stakeholders of our intentions, for the purpose of building those expectations in our stakeholders, and for the purpose of reminding ourselves that we are accountable for realizing our own envisioned futures by the Year 2000.

- In tandem with these efforts, the administration units of the campus met in a retreat to undertake a comprehensive visioning process. General goals for the campus were developed and distributed during an all day faculty retreat on August 19th. Signs reflecting the administrative visions have also been posted around campus. The next steps for the administrative units to undertake will include the development of vision and scope statements, strategies and time lines for each of the non–academic programs and services, including the bookstore, continuing education, business offices, student services, the Learning Assistance Center, personnel recruitment and re–training, job placement and career counseling. Some steps have been taken in this direction through the *Student Success Model* proposed by the office of Student Services and its allied offices.

- **Budgeting Process**

  Each Fall the faculty will be provided with an overview of the budgets they submitted in the Spring of the previous year, as well as a budget of those dollars spent toward faculty development during the past year. There will be a call for all budget drafts, including job positions descriptions for new faculty, to be submitted to the Associate Provost's office in January of the next year. Each cluster and the cluster leads will develop an academic affairs budget to present to the Assistant Provost for Business Affairs and to the Provost in February, in advance of a special Advisory Board meeting in March and in advance of the Board's budget meeting in April. The clusters will be encouraged to submit the job position descriptions for new faculty in January, with the anticipation of announcing job openings nationally in February, interviewing candidates in March and April and extending offers for employment in May for contracts beginning the Fall semester. The Assistant Provost for Business Affairs will provide the clusters with quarterly reports of their expenditures to date.

- **Steps to Be Taken to Address the Concern**

  The administrative units will meet again to enhance and refine their vision statements and strategies before the vision statements are completed in the Spring of 1995. The other administrative units (*i.e.*, other than academic) will need processes similar to or duplicating those developed by academic affairs to pool their budget requests by units. When all units have submitted their budgets to the Assistant Provost for Business Affairs and to the Provost, some negotiation of priorities and cost may be needed among the administrative so that needs, priorities and available resources can be attuned and aligned.

  By Spring of 1995, the academic units will have consolidated an academic affairs budget in a format that will complement the comprehensive planning and budgeting processes. The academic affairs unit will continue to re–visit its vision and strategy statements to next identify the strategies, teams, and tasks to be implemented, empowered, and accomplished during the next academic year.

  The academic affairs unit will prepare a planning and budgeting document—which will contain the vision and strategy statements of each academic program and corresponding cluster, as well as the

budget proposals associated with each. It is anticipated that each of the administrative units will be able to accomplish the same for presentation to evaluators during the NCA visit in April.

A plan to most efficiently utilize computer services on the campus by the Year 2000 will be implemented.

Due to the broad–based participation of both the campus and the service area's representatives in the development of the new *Mission, Goals, and Purposes Statement*, the campus and community shares a wider understanding of the Institution, and shares a stake in its future. This wider understanding will be reflected in the planning and decision making process throughout the governance system.

NMSU–Carlsbad has initiated a campus–wide strategic planning and budgeting process that closely aligns environmental scanning of the community's needs and potential with the Institution's Mission and Goals, and permits re– examination of both the mission and budgeting processes on a biennial basis.

In the Fall of 1993, the Associate Provost for Instruction introduced the faculty, initially, and the administration, later, to a proven methodology for linking strategic and tactical planning to the campus' mission and plan for resource management. In each case, the campus considers the vision of itself in the future (*i.e.*, Year 2000), considers trends, events, and developments which are happening externally, and identifies those developments which will affect the campus in terms of its current role and mission--in much the same way that a business scans its environment and current market to meet or revise its business plan.

3. **The Institution has a long-range master plan that is updated on a regular basis.**

- During the 1994 Spring semester, the Associate Provost for Instruction introduced new methodology for implementing a de–centralized and campus–wide planning and budgeting process. The process monitors the changing demands of the external community and identifies trends in developments that will affect the Institution's role and mission to the community. It involves the entire campus and its stakeholders in setting priorities for the utilization of its resources and the implementation of new initiatives and programs through the year 2000.

- The faculty representing each discipline have developed a "Vision Statement" that is tied to the newly–adopted Mission and Goals for the Institution.

- Each step of the budget process, from projection of needs through actual commitment of funds, is to be linked to progress toward the "vision" for the discipline. This process will provide for strong linkage of the budget effort to the mission of the College. The process is being developed in stages, with increased faculty input as only an early step in broadening the involvement of the entire campus community. An example of the involvement of faculty in the budgeting process is the input they are now providing regarding the needs for additional faculty positions within the clusters.

- In December of 1993, the Associate Provost proposed six academic initiatives to the faculty, which were adopted in February of 1994 to address issues of (1) comprehensive planning and budgeting, (2) improvement of communications on and off campus, (3) creation of a *triad of excellence* in instruction, scholarship and public service, (4) ensuring excellence in faculty development and scholarship, (5) excellence in public service, and (6)development of an environment which stimulates, ensures, and communicates excellence in the total well–being of all campus constituents.

(See *Six Initiatives of Academic Affairs for NMSU-Carlsbad*, contained in a binder of the same title in the NMSU-C Resource Room).

- In the Spring of 1993, the Associate Provost instructed the faculty--and the Administration later in the Summer of 1993--in the methodologies associated with long-range planning and budgeting. The faculty and administration developed strategic plans and visions for the Year 2000. The statements of these visions are posted on signs throughout the campus, and are included in the College's *General Catalog for 1995-97*, and in the budget package prepared by the Office of Academic Affairs at NMSU-Carlsbad.

4. Specific personnel and/or committees are assigned the responsibility for program planning and evaluation.

- During the Spring semester of 1994, the Associate Provost for Instruction presented a proposal to the Provost and faculty for the organization of programs, including revised strategies for internal considerations of faculty recruitment and evaluation, within the College. The initiative (developed by the Associate Provost for Instruction and approved and adopted by the faculty), organized the academic disciplines into four *clusters*: (1) Science, Mathematics, and Engineering, Environmental and Manufacturing Technologies; (2) Communication Arts, Business Studies and Teaching, Developmental Studies; (3) Social Sciences, International Relations, and Special Studies; and (4) Nursing, Allied Health, and Wellness. Three major goals drove adoption of the *cluster* structure:

  - To promote a more comprehensive approach to the recruitment, advisement, retention, and assessment of students.

  - To promote a more comprehensive approach to the enhancement of the educational environment by inviting the full participation of all faculty in decisions concerning curriculum revision, student achievement assessment, course and classroom scheduling, instructional support services, grant solicitation, budget preparation, library acquisitions, and textbook selections.

  - To promote a more comprehensive approach to mentoring students and adjunct faculty so that both groups become full stakeholders in helping the student to access and use the educational resources of NMSU–C wisely and fully.

- Beginning in the Fall 1994, the faculty has participated fully in developing their goals and objectives within the context of the new *cluster* system. *Cluster* goals and objectives flow into the comprehensive plan of the Institution, and personal goals and objectives of faculty, in turn, feed into the *cluster* plan. It is anticipated that this system will provide a cohesiveness not previously present in terms of overall planning within the academic systems of the Institution. The Six Initiatives will provide a guide for development of *cluster* and personal goals as well as those of the Institution as a whole.

- The Academic Interests Committee, the Faculty Interests Committee, the Student Interests Committee, and the Institutional Planning and Assessment Committee will all have input into the assessment of the academic administrative structure over the coming years. Working through the institutional governance system, feedback will be gathered as part of the ongoing institutional assessment, and changes can be planned and implemented as necessary.

5. The planning process includes provisions for needs assessments, job placement and follow-up, articulation, personnel, affirmative action, marketing, a facilities master plan, the Americans with Disabilities Act, and program review.

- A new five year plan was developed in the Summer of 1994 with revised data and projections. This report includes statements on the Mission, the Planning process, updated Goals and Objectives, New Initiatives in Teaching, Research and Service, Program review/revision and deletion of programs, Enrollment Management and Outcomes Assessment. The details of this planning document are consistent with the planning process as described in this chapter (see the *Five Year Plan, Summer, 1994*, contained in the NMSU-C Resource Room)

- With the reorganization of the governance structure, planning is an integral part of Institutional assessment, planning and budgeting. In concert with a revising of the College's Mission and Goals/Purposes, the NMSU at Carlsbad Architect committee met on a continuing basis in the Spring and Summer of 1993 to gather input from students, staff, faculty and the community concerning the future development of the campus. In July, 1993, Durham and Associates submitted a report summarizing future changes in the NMSU at Carlsbad campus. This document serves as a major component of long–range planning for facilities on campus. Changes cited in that report include: floor plans for the new Electronics Technology Program area and Computer Center, expansion of the Student Services area, relocation of the Bookstore and the addition of a food service area, relocation of the Music/Drama area and Art lab, remodeling of several classrooms, including a Nursing Laboratory, addition of two Chemistry labs, addition of an Environmental Science laboratory and the addition of a employee lounge. Future plans also include the addition of a new Multi–Use Athletic Facility and the possible upgrade of eating facilities to attract groups from the Environmental Resource Consortium and the community to utilize the campus facilities at lunch for meetings, presentations, symposiums etc. These plans are subject to revision as we continue the assessment of future needs and Institutional effectiveness. (See NMSU at Carlsbad Architect committee report, July, 1993.)

- Independent of NMSU at Carlsbad, New Mexico State University will be breaking ground on the Carlsbad Environmental Research Center in the Spring of 1995. This building will be located within the NMSU at Carlsbad's 40 acre site just south of the south driveway. This building, along with the new electronics Technology program area and computer Center building, will give the campus a multi–dimensional atmosphere. The growth and expansion of the physical facilities is an indicator of further growth and expansion.

- **<u>Human Resources</u>**

  Along with the growth in students the faculty and staff is also growing. As vacancies arise NMSU at Carlsbad has consistently recruited nationally to fill all open positions with well–qualified and highly recommended faculty. In addition new faculty and staff are hired each year. Recent appointments include faculty in Mathematics, Chemistry, and Psychology in 1993, two English Instructors (one to replace a vacant position), an Instructor of Criminal Justice and an Assistant Professor of Global Studies and Social Science in 1994. Through the cluster system we are assessing our future faculty needs. We are considering hiring additional instructors in the disciplines of English/Communications or English Composition/ Spanish, Modern Languages, Educational Psychology, Mathematics and Science in 1995. The addition of full–time faculty demonstrates the commitment to quality instruction and the expansion of programs to meet the local needs.

The NMSU at Carlsbad's cluster planning\budgeting process also includes faculty development. Faculty members are encouraged to attend conferences and meetings to enhance their teaching and assessment capabilities and interests, to update their knowledge of their fields, to become aware of new technologies and to participate in task forces to serve the needs of the faculty and the campus as a whole. Development priorities include:

- Institutional initiatives (e.g. task forces attended enmass meetings and workshops in critical thinking, innovative technologies and other issues tied directly to establishing measures associated with the campus/ nine graduate outcomes.)

- Cluster and programmatic initiatives (e.g. nursing instructors attend State Board of Nursing meetings, retrain current full–time faculty to teach new and developing technologies in vocation technical fields.)

- Personal development (e.g. participate in wellness courses and other continuing education activities.)

○ A policy for sabbatical leave is outlined in New Mexico State University's Administrative Policy and Procedure Manual and is endorsed by the faculty. (See A P and P, 1993/94.)

Decision Making Process:

In Fall 1993, a Campus side committee on committees designed a new governance structure consisting of a steering committee with oversight of seven standing committees. A Constitution and By–Laws were written to prescribe the composition of each committee, as well as voting rights, committee appointments, scope of work and the frequency of meetings. It is the responsibility of the steering committee to accept items of interest, written proposals and suggestions from the College community. The Steering Committee directs proposals and recommendations to the appropriate standing committee or administrator, receives responses, and directs appropriate replies to the College community. (See the Constitution and By–laws, Appendix V.)

- **Structured Assessment Processes**

The National Alliance of community and Technical Colleges defined Institutional effectiveness as "the process of articulating the mission of the College, setting goals, defining how the College and community will know when the goals are being met, and using the data from assessment in an ongoing cycle of goal–setting and planning".

In the Spring semester of 1994, faculty accepted six initiatives proposed by the Associate Provost for Instruction to highlight and drive the academic mission as the primary function of the campus. The first Initiative, titled Planning and Budgeting, was specifically related to the 'initiation and implementation of a comprehensive, and continuing planning and budgeting process...Each plan would be based on a six–year cycle and be revisited annually'. That same Spring, during the budgeting process, faculty referred to the initiatives in prioritizing items within their budget requests.

An integral part of "Initiative Three" is the development and adoption of an assessment package that ensures the tracking of students' academic success. In turn this will allow for more thoughtful assignment of budgeting priorities within programs and clusters, aimed at the best possible outcomes for students in those areas.

Faculty were encouraged to include in their budgeting projections information gained through this beginning assessment, *e.g.* need for additional faculty, course offerings, other equipment or additional classroom space. Budgetary items were related to other initiatives as well.

The planning process also includes provisions for (1) the selection of lower–division courses it offers on the Carlsbad campus, (2) the composition of the schedule and frequency with which those courses will be offered, (3) the recruitment, selection, and assignment of full–time faculty to teach its courses, (4) the development of standards of quality associated with the courses taught, including the development of the syllabi and the adoption of textbooks for each course, and (5) the development and application of standards and schedules for full review of its academic programs, outcomes assessment, and related services. In tandem with these provisions, the campus plans for the development of job positions, the testing and screening of applicants, and the selection of all full–time administrative and classified staff.

In consultation with the College Advisory Board and its individual program advisory boards, the faculty assesses the needs of the community and its students in terms of job placement and follow-up (see responses to *C.1.2.3. Counseling and Career Advisement* and *C.1.2.5 Job Placement*), articulation (see responses to *C.1.2.2. Special Group Enrollment*), personnel (see responses to *C.1.2.10 Professional Development*), affirmative action (see responses to C.1.2.2 Special Group Enrollment), marketing (see responses to *C.1.2.1. Marketing*), a Facilities Master Plan (facilities plan in the NMSU-C Resource Room), the Americans with Disabilities Act (see the compliance self-study report in the NMSU-C Resource Room), and program review (see response to Question 1 of *C.1.2.7. Institutional Planning*).

In addition, the Associate Provost for Instruction has proposed a system through which program review will hold each of the Institution's programs accountable to standards accepted throughout the Institution for graduates, as well as for the review process itself. In addition to the proposed system for program review, the adoption of the *cluster* organization will improve coordination among programs and disciplines in the sequence and times of offerings.

During the 1993–94 academic year, the Institution developed and adopted nine graduate outcomes for all of its two year associate degree programs. Effective with the Fall semester of 1994, all programs that culminate in the associate degree must show how those outcomes are to be fulfilled in their curriculum.

In the case of the certificate programs, work is ongoing to delineate more clearly the expected graduate outcomes in each certificate program. Courses within certificate programs are expected to partially fulfill the graduate outcomes.

Expected outcomes of specific competencies, skills and knowledge are also identified for the successful completion of each course offered in the curriculum.

The Institution has set a goal for itself that every program, whether culminating in a certificate or an associate degree, must have clearly defined program outcomes and objectives. This process is being overseen by the Associate Provost for Instruction.

Several steps taken over the past year will contribute to Institutional assessment. The adoption of the six initiatives provides a framework for gathering and interpreting data related to specific plans for the Institution. The organization of the academic programs by cluster also provides an additional framework for the collection and interpretation of useful data, specific to programs, disciplines and courses. The Student Academic Achievement Assessment package currently under development will provide a major component of the Institutional assessment.

Each cluster will develop a model for assessment unique to the curriculum of that cluster and its students' needs.

A determination on the need for and role of an Institutional Research and Assessment position will be made in the near future.

A formalized adoption, through the Institutional Governance System, will be made in regard to the Student Academic Achievement Assessment package.

6. **Data (*i.e.*, student records, placement, follow-up, employment needs, student demographic data, projected enrollment) are used in program planning and evaluation.**

- A committee formally titled the Student Academic Achievement Assessment Committee was formed, free–standing of the Institutional Governance System, with part of its task to include development of a standardized format for program assessment.

- A standard program review process has been drafted by this committee. After it is approved by the governance system it will be implemented according to a specific time line. Although the overall format will be generalized, within the cluster structure specific programs are free to add items specific to their special needs and concerns. A process is also being developed which will reflect, by program, the graduate's success in the achievement of the graduate outcomes.

- Standard reports that are primarily demographic in nature are generated by the Las Cruces campus, and are made available to the Carlsbad Branch. In addition, reports prepared by the *Commission on Higher Education (CHE)*, part of the New Mexico educational system, are used to provide college persistence and transferability statistics.

- Detailed information about student success and demographics has been downloaded from the data bank at the Las Cruces campus, and many reports have been generated for tracking student progress on a semesterly basis.

- A data collection team was organized to identify the requirements of a student information system. A computer science faculty member was contracted to develop student persistence reports using the "cohort" approach. A data collection system has been established to utilize the ACT ASSET format.

- Efforts will continue in order to link faculty and administrative computing, to result in faculty access to student advisement information, such as transcripts, results of placement testing and declared majors. Steps have been implemented partially to accomplish the following:

  - Develop a long–range goal is to provide computer linkage between individual faculty offices and the Student Services Office to allow faculty to instantly and electronically retrieve transcripts, degree plans and other pertinent information regarding a student's academic program. This will enhance the individual faculty member's ability to accurately advise each student and to be available throughout the academic year to students seeking academic counseling.

  - Implement a faculty–driven academic advising system during both the traditional academic year and also the Summer semester. (Training for all faculty advisors took place in December of 1994, and two subsequent workshops are planned for the Spring Semester of 1995 to prepare all faculty for advisement activities in the Spring 1995 semester.)

  - Identify PC software package that can provide a degree progress audit system for use by advisors and students. If approved, implementation will begin immediately.

- The Institution will continue to examine the need for additional personnel in the areas of computing services, institutional research, and the collection and use of information by way of electronic transfer. When those needs are clearly identified, and the budgetary process allows, additional personnel will be employed.

- The campus will complete the adoption of the software package "Lone Star", a commercially–prepared student information database currently in use in the State of Texas. This package will be utilized in the longitudinal tracking of students.

- The SPSS (Statistical Package for the Social Sciences) and SAS (Statistics for Applied Sciences) were acquired, to offer statistical support for the raw data gathered with the Lone Star program. Installation will be completed during the Spring of 1995.

- The NMSU–C governance committee which oversees the collection of data is the Institutional Planning and Assessment Committee.

7. **Job placement and employment data is utilized as a criteria for success/continuation of programs.**

- A formal Student Academic Achievement Assessment Plan has been developed and adopted. The Plan is comprehensive in its scope. It includes the Institution, its programs and its courses. It is ongoing and has a time line of completion by the year 1998. It will be re–evaluated regularly and changes will be made as required. The faculty realizes that assessment is an ongoing process that

must be re–visited often to ascertain that appropriate responses are made to the information received.

- Representatives from each cluster are developing critical success factors for each of the nine graduate outcomes. For example, a task force is forming to address critical thinking; another is forming to study information technology and information literacy for further implementation into course curriculum.

- Program Reviews will follow a prescribed form of inquiry to be proposed to the faculty during the Spring 1995 Semester. It will include concerns for the continued need for the program and specific courses, the numbers of students served and graduated, the numbers of graduates placed in their field, the expertise of the faculty, the relevancy of the curriculum, the state of equipment and other educational resources.

- Some survey work had been done among alumni, but the results had not been fully disseminated, nor had the surveys been done on an Institution–wide basis.

- The College for the past three years as a function of the Career Development Center has surveyed all recent graduates to determine the work status and salary levels of the technical graduates. The Assistant Provost for Student Services has volunteered to spearhead the development and delivery of an alumni survey to be administered in the Fall of every year. The Assistant Provost has worked with the University Alumni Office to develop a database of alumni that are to be surveyed. An alumni survey will either be developed or purchased and administered before the end of the 1994–95 school year.

- Inquiries have been made with the University Alumni Office as to whether there is a preferred alumni survey currently used by other branches of NMSU. There currently is not one accepted model. The Assistant Provost has ordered a sample copy of an ACT alumni survey for campus review. After the sample survey is in hand, the Assistant Provost will share the information with the members of the Executive Staff, Professional Staff, Student Interest and Faculty Interest Committees to see if it meets the needs of all parties.

- A proposal is going forward that will have NMSU–C adopt the usage of the ACT Alumni Survey (2 year College form) and utilize the instrument to survey up to 500 graduates from the past 10 years. This proposal would call for the graduating class of the previous year to be surveyed in its entirety and a random sampling of graduates from the previous nine years to be contacted.

- The campus' Academic Interests Committee will oversee the progress of utilizing job placement and employment data as one criteria for recommending the continuation or discontinuation of specific academic programs.

8. Institution has developed a plan to recruit and retain special populations, and males and females into nontraditional careers.

- See responses to *C.1.2.1. Marketing* and *C.1.2.2 Special Group Enrollment.*
- Personnel from the NMSU–Carlsbad Career Development Center have carried out recruiting events in the Carlsbad and Loving schools. These have included presentations on career planning, choosing a College, financial aid and orientation to NMSU–Carlsbad. Follow–up visits to schools are held in the Spring each year to encourage students to enroll at NMSU–C.
- Personnel from the College have also attended job fairs in Hobbs, and have met with GED test participants in Artesia.
- Class schedules have been distributed to banks, post offices, libraries, public schools, and Chambers of Commerce in the service area.
- Direct mailings to potential students are used at several times during the year. Students eligible for the Honors Program receive personal invitations.
- Broadcast recruiting has also been developed, including a television ad that runs regionally on a Roswell, New Mexico television station. Radio and newspaper ads are purchased three times per year to emphasize upcoming registration periods. Articles highlighting new faculty and their areas of expertise are frequently placed in the local newspaper.
- Tours of the NMSU–C facilities are also provided on request. At times the courtyard and auditoriums are utilized for public forums and special symposiums.
- Community Service and Continuing Education programming (the non–credit program) are promoted by way of a brochure, titled *Kaleidoscope*, which is published three times per year. The brochures are disseminated through direct mailings, and by way of distribution at local stores, banks, the post office, library, and the schools.
- In addition, the non–credit program is advertised in the newspaper, and by way of periodic press releases. Public service announcements are faxed to radio stations prior to each registration period.
- The Learning Assistance Center (LAC) provides new students with orientation, and helps retain students through a variety of study skills workshops, extra tutoring, and general academic assistance.
- The Ad Hoc Marketing and Advertising Taskforce was formed for the purpose of continuing to monitor the concern regarding recruitment. This committee brings together the stakeholders in the recruitment process who control funds earmarked for the promotion of programs and services. One goal of the Taskforce is to continue to develop a plan that minimizes the duplication of effort and effectively targets our respective audiences.
- NMSU–Carlsbad has become involved in the MESA (Mathematics Engineering Science Achievement) Program, which is designed to increase the number of under–represented ethnic minorities in the professions related to the fields of mathematics, engineering and science. The College follows the program requirements, which include a minimum GPA of 2.0, a commitment to annually improve the GPA, and the constant striving for outstanding achievement and academic excellence.

- Other recruiting tools include the opportunity for qualified students to take part in various competitions and to enroll in the Honors Program. Among the competitions available are the highly successful welding contests sponsored by statewide and national vocational groups. The NMSU–C welding program has been remarkably successful, with students from the Institution winning seven first place, two second place and three third place prizes in statewide competitions since 1981. In 1989, one NMSU–C student captured second place in the National competition for welders in the Welding Skills Division.

- Other competitions include the Business Policy Games where outstanding students from the Pre–Business program compete against other community College students in a market simulation. Based on market situations, the students make pricing, production, financing, advertising and compensation decisions.

- The Honors Program was revived at NMSU–C effective with the Fall semester 1994. Entering students with an ACT score of 26 or higher, and continuing students with a minimum GPA of 3.5 are eligible to enroll in honors courses that feature team teaching and seminar–style class sessions. The Institution intends to expand and improve the program as it grows over the coming years. It is anticipated that the Institution can improve its recruiting of highly motivated and qualified students through such tools as the Honors Program and the various academic and skill competitions.

- NMSU–C is currently negotiating an articulation agreement with the Carlsbad School District to permit high school seniors to attend classes on the campus during the day, when enrolled in electronics technology courses at the 100 level. Tech–Prep is available in the areas of secretarial administration and computer science.

- a number of steps are currently being taken to:

  - Adopt the goals of the Ad hoc Marketing and Advertising Task Force by the Provost, faculty and College community.

  - Continue an evaluation process to determine the effectiveness of the advertising expenditures by all cost centers across the campus.

  - Standardize the of appearance and style of all publications that are produced to market the services of the College.

  - Develop a Strategic Enrollment Management Plan for the campus.

- The NMSU–C governance committees charged with overseeing progress in this area are the Institutional Planning and Assessment Committee, the Student Interests Committee, and the Academic Interests Committee.

9. The planning and evaluation process is utilized to modify and improve programs.

- As addressed earlier, the campus rewrote its Mission, Goals, and Purposes Statement during the past two years to more clearly reflect its unique role in serving Carlsbad as both a community college, that offers liberal arts and vocational programs at the lower– division, as well as the branch campus of a larger institution which grants baccalaureate and graduate degrees.

- In addition to creating a new statement of Mission, Goals, and Purposes, the Carlsbad branch launched a campus–wide planning and budgeting process in the Spring of 1994, as well as an assessment plan. In turn, it developed processes for assessing the value and quality of its academic offerings and services, and has implemented a plan for interweaving assessment with the allocation of resources and the scheduling of classes, services, and faculty development. All processes are interrelated and oriented towards the Campus' full realization of its stated *Visions for the Year 2000*.

- To focus first on the needs and priorities of its students, the faculty elected to organize its academic programs into four clusters). One expected by–product of this organization will be the cultivation of *corps d' esprit* among and between the faculty of each cluster, and that the spirit of such cooperation will be extended through mentoring activities to the students assigned to and advised and instructed by the faculty of a specific cluster.

- In tune with this new spirit of camaraderie, many faculty have elected, as a part of their personal "goals and objectives" for the coming year, to improve their communications and to develop a symbiotic relationship with their peers on the Las Cruces campus. Ultimately, it is envisioned, the fellowship among the full–time faculty will be extended to the college instructors (*i.e.*, adjunct faculty), and beyond Carlsbad to the faculty of the Las Cruces, Alamogordo, Grants, and Dona Ana campuses.

10. The institution coordinates programs and service activities with other agencies.

- NMSU–Carlsbad enjoys numerous benefits from its affiliation with NMSU–Las Cruces. Faculty are free to select their own texts for courses. They are empowered to offer lower division courses that have been included in the Las Cruces catalog. Interim courses developed on the local campus are included in the approved curriculum from Las Cruces, as are topics courses. Faculty are eligible for the Donald C. Roush Award for excellence in teaching, which was created on the Las Cruces campus. Faculty are listed in the Las Cruces campus catalog, and are eligible for tenure and promotion according to provisions developed in Las Cruces. The Institution benefits from the prestige of being affiliated with the State's second largest university. Branch faculty can enjoy peer contact with their colleagues on the Las Cruces campus, as well as the other branches at Grants, Alamogordo and Dona Ana. Academic standards in many courses are based on those of the four–year campus. The NMSU–C campus is accredited separately, resulting in more attention to quality in all aspects of the Institution's Mission than is the case in some two–year colleges. The College is empowered to offer honors courses developed on the Las Cruces campus (honors course offerings on the Carlsbad campus require departmental approval from Las Cruces, unlike courses in the regular curriculum). Additionally, NMSU–C offers courses unique to its programs; for example, nursing courses are unique from those offered on the Las Cruces, Alamogordo or Dona Ana campuses.

- The Associate Provost for Instruction is currently meeting with her counterparts from the other branch campuses to address concerns that are both common to the branch campuses and unique from those addressed on the Las Cruces campus. One outcome of these meetings is the development of three proposed policies on overload which will diverge from the policies applied to the faculty of the Las Cruces on issues of overload assignment and compensation for regular credit courses taught by full–time faculty (*i.e.*, currently restricted fully on the Las Cruces campus), contractual training by full–time faculty, and continuing education courses taught by full–time faculty. Chief academic officers of the branches are also collectively developing proposals on policies and practices concerning faculty evaluations, faculty development, and remedial curriculum; all will differ from the policies and practices currently in use on the Las Cruces campus.

- The Associate Provost for Instruction is overseeing the production of the catalog, which is being reformatted to make reading easier and to include an abridged version of the student handbook. The new format of the catalog will be more closely aligned with the advising check sheets utilized within the advising system implemented on campus. It will also include degree plans for programs offered outside NMSU including specific liberal arts and professional baccalaureate studies at the University of New Mexico, Eastern New Mexico University, and New Mexico Junior College.

- The NMSU–C governance committees charged with monitoring institutional coordination include the Faculty Interests Committee, the Academic Interests Committee, and the Institutional Planning and Assessment Committee.

STANDARD: C.1.2.8 EVALUATION

1. **A formal process is in place which requires that all programs be evaluated annually based on standardized criteria.**

   - The Career Development Center provides the results of the annual vocational graduate follow-up survey to the appropriate executive administrator.

   - This job placement and follow-up data is incorporated each year into the statistical placement report on all vocational programs submitted by NMSU-C to the New Mexico Department of Education - Vocational Education Division. Graduates other than vocational are also surveyed although NMSU at Carlsbad is not required to submit a placement status report. (See attachments)

   - The graduate follow-up form completed by all NMSU-C graduates includes questions concerning training and/or non training-related employment, earnings, demographic information, and evaluation of NMSU-C programs and services.

   - See responses to questions 1 - 4 for *C.1.2.7 Institutional Planning.*

2. **A process is in place which requires that all faculty and administrative staff be evaluated annually.**

   - Faculty are evaluated annually according to the *Administrative Policies and Procedures Manual*, "Performance Evaluation," page 39. Administrative staff are required to be evaluated at least annually in accordance with the *Personnel and Benefits Policy Manual*, November, 1993, Section 3:8. Classified staff are also evaluated at least annually (*Personnel and Benefits Policy Manual*, November, 1993, Section 3:07.

3. **A process is in place which requires that all institutional goals and objectives be evaluated annually.**

   - At NMSU-C, an Annual Report to the President is submitted with progress noted toward institutional goals and objectives as stated in the Five Year Plan for the College (See Annual Report to the President, September, 1994). A part of the annual report are additions and changes to institutional goals and objectives based on the mission and environment of the college and progress toward stated goals and objectives.

4. **Evidence exists to indicate that the evaluation process is used to improve the quality of instruction, modify and improve program content, and to identify new institutional goals and objectives.**

   - The "Annual Report to the President, September, 1994," shows that the college not only revised its goals and objectives, but did so on the basis of an extensive process that produced a new mission statement for the institution.

STANDARD C.1.2.9 COMMUNITY EDUCATION

1. **Short-term courses (contract training) are being designed to meet the needs of employees who may wish to up-grade their job skills.**

   - The Community Service and Continuing Education Programs' office staff (CS/CEP) is devoted to providing credit-free and credit offerings at the University. Although it operates under the auspices of the institution and shares in its resources, the program is not bound by the traditional parameters of time, fees or transcripts in serving its students. In some instances, the program creates its own program structure; in others, it serves as a broker, an agent or a liaison for other institutions or organizations.

   - An important component within the Continuing Education program is the availability of non-credit professional development courses. These include offerings for realtors to maintain their licensure, for small business owners to develop their knowledge and skills, and contracted computer training for Westinghouse employees. The program works closely with the local board of realtors, the community's Small Business Development Center, Westinghouse representatives, and others to provide these offerings.

   - NMSU at Carlsbad's entree in working with business and industries began in the Fall of 1991, when the University began to offer continuing education real estate courses for local realtors. Working cooperatively with the local board of realtors, NMSU at Carlsbad offered classes to meet participants' education needs for continued licensure. The campus repeated this process in the 1993-94 academic year, and will continue to provide these courses on an alternating annual basis as needed.

   - This office also has worked with the local Small Business Development Center in offering course work for professionals in this field, providing classes in Lotus 1-2-3, management, marketing, and financial management.

   - In mid-1992, the office worked with other college programs to respond to a request for proposals issued by the Westinghouse Corporation, which needed computer training classes for its employees and sought the University's assistance in delivering them. These courses began in October of 1992, and have been conducted, for a total of 150 classes, through February of 1995.

   - In the Fall of 1992, the University was asked by Carlsbad National Bank to develop and offer a business letter writing workshop for its employees. In the Summer of 1993, the University developed and offered Beginning and Intermediate Lotus 1-2-3 classes for the staff of Loving Municipal Schools, at the superintendent's request.

2. **A plan is available to define the coordination of program planning with the local secondary schools and to provide services for high school students.**

   - The institution is in the process of developing a limited Area Vocational School Agreement with the Carlsbad School District and Loving School District that will expand vocational choices for the high school student and eliminate the duplication of vocational curricula between the school district and NMSU-Carlsbad (see appendix of Marketing Plan).

4. **Articulated programs for high school students are offered based upon a mutually agreed plan (high school and postsecondary).**

   - Concurrent Enrollment, Tech-Prep Agreements in Secretarial Science and Welding, and Early Admission Agreements have been negotiated with the local school districts and are in place. An Area Vocational School Agreement is currently being negotiated with the local school districts and near completion (see appendix of Marketing Plan).

5. **Programs exist for displaced workers.**

   - The JTPA Services Coordinator on a weekly basis tests, interviews, and makes training program recommendations for 300+ JTPA applicants annually, many of whom are dislocated workers. The JTPA Services Coordinator also works closely with participants in the Trade Adjustment Assistance (TAA) program, another Department of Labor program to assist dislocated workers.

6. **Job placement and planning occurs for community service and continuing education programs.**

   - Westinghouse Corporation employees complete student satisfaction questionnaires at each course's conclusion. These data are used to continually assess the Corporation's satisfaction with the courses, to improve instruction and to modify existing courses or develop new ones.

STANDARD: C.1.2.10 PROFESSIONAL DEVELOPMENT

1. **The institution has a formalized Professional Development Plan (PDP) in which full-time staff members are required to participate.**

   - Professional Development at NMSU-C is accomplished through the annual evaluation goal-setting process. Every employee in consultation with and through approval of his or her supervisor, develops a set of professional goals for the coming year. The supervisor through the administration confirms support of those professional development goals and the institution's ability to support them through its resources or by way of special accommodation. Subsequently, progress toward that professional development is evaluated annually at the next evaluation cycle.

2. **The institution has a formalized Professional Development) (PDP)which part-time staff members are required to participate.**

   - At the beginning of each major semester at NMSU-C, part-time professional staff members are asked to participate in a program designed to provide them with information about the college, its services to students, and the specific courses which they will be teaching. Cluster leaders and full-time faculty in a discipline similar to that of the part-time professional explore topics of reveliance of the part-time staff assignments throughout the term in which the part-time staff member is employed. He or she is invited all of the professional development activities sponsored by the college and often informed of opportunities for professional development in our area.

3. **The institution provides Faculty Handbooks and orientation sessions for all staff members in order to keep them informed of all of the services provided for students such as: financial aid, developmental education, library, tutorial, testing, counseling, and placement.**

   - The campus provides two workshops annually for both full-time faculty and college instructors to review student support services. See *Faculty Handbooks* and *NMSU's Manual of Policies and Procedures* in NMSU-C's Resource Room.

4. **All staff are kept informed as a matter of institutional policy. This includes a process for communication which allows for the sharing of data, reports, surveys, needs assessments, enrollment, and student demographic data.**

   - All employees and students have an opportunity to serve on the standing committees of the campus' governance system. The classified employees, the faculty, and the administrative staff all meet regularly to review information of relevance to their respective areas of responsibility. Written announcements and reports are routed regularly via the employee's mailboxes and to student leaders (*i.e.*, Student Senate and sponsored student organizations). Students, employees, advisory members, and the community at large are invited to participate in exit interviews of the accrediting bodies and evaluation teams assessing the quality of programs and resources available at NMSU-Carlsbad. On a regular basis, the campus as a whole meets to discuss matters of importance to all; by example, this year all have met to discuss the visit of the North Central Association, for sensitivity training, for discussions on health benefits, and for presentations on wellness. Copies of all reports--including those prepared for the North Central Association, the National League of Nursing, and the State Department of Education's Vocational-Technical Programs evaluations have been distributed widely and made available for all to peruse at the reference desk of the NMSU-C Library.

- The campus is provided a calendar of events and deadlines affecting academic affairs; the calendar is updated and distributed monthly. Deadlines and events of importance and interest to the campus community as a whole are also published in NMSU-C's student newspaper, *The Desert Sun.*

5. **Staff negotiate their individual professional development plan each year which informs them of their staff development obligations.**

   - All employees participate in an annual assessment of their strengths and weaknesses in fulfilling their job responsibilities, and they jointly identify areas for improvement and development with their supervisors. All are given the opportunity to participate in on-campus as well as off-campus activities. All full-time employees are also given the opportunity to enroll in one course per semester (*i.e.*, maximum of 4 semester credits) offered on the NMSU-Carlsbad campus, free-of-charge. Courses which relate to an employee's improvement on the job may also be taken during regular working hours.

   - The adoption of the "Cluster" reorganization plan provides a strong method for planning within programs and related disciplines for faculty development. The development can now be geared toward a specific set of goals and objectives within clusters, and overlapping will be minimized. Clusters will find it useful to share information gained from development opportunities.

   - Budgeting within clusters will also allow for more thoughtful planning for development and its costs.

   - The full time faculty of New Mexico State University at Carlsbad fully endorse the concept of sabbatical leave as a viable tool for faculty renewal and development.

   - a special budget account has been established to fund task forces (composed of representatives from each cluster) on matters of interest to faculty or the campus as a whole.

6. **Instructors are encouraged, and receive institutional support, to belong to professional organizations.**

   - Yes.

7. **The institution provides release time for instructors to participate in professional meetings and workshops.**

   - The College provides ample time and financial support for instructors to participate in numerous professional development activities. Two instructors presented papers at the North Central Association annual meeting in March of 1995. Five instructors participated in the Innovation for Technology conference held in Houston, Texas, during the Fall of 1994. Four instructors participated in the Critical Thinking workshop in Las Cruces in the Fall of 1994. Many other instructors have traveled for conferences regionally and nationally during the academic year, as evidenced by the Office of Academic Affair's record of professional development travel for 1994-95. In addition, the campus is currently forming a professional development task force to identify issues of common concern to the faculty so that national experts may be brought to the campus. Representatives of the faculty attend the Faculty Senate in Las Cruces on a regular basis, and participate in statewide task forces on curriculum articulation.

8. The institution provides funds for travel, per diem, conference fees.

- Yes. See response to Question 7 of *C.1.2.10 Professional Development*. In addition, the campus provides release time for faculty to take courses at other institutions, and covers the mileage for their travel; examples include a welding instructor who will enroll in auto-drafting and blueprinting courses at ENMU-Roswell in the Fall of 1995, and a nursing instructors who is currently enrolled in physical assessment courses in Texas.

9. Instructors participate in departmental and/or staff meetings.

- Faculty serve on most of the standing committees of the campus' governance system. In addition, the faculty meets every third Monday of the month with the Associate Provost for Instruction, to address academic affairs. The faculty also meet regularly within their academic clusters to discuss matters including scheduling, advising, budgeting, and recruitment.

10. Instructors have access to materials and / or periodicals in order to keep themselves informed in their areas of instruction.

- See responses to questions 2, 3, 4, 9 and 10 of *C.1.2.6 Library and Media*.

11. Attendance at seminars, workshops, and other forms of study which enable the instructors to upgrade their teaching skills is supported by the institution.

- Yes. See response to Question 8 of *C.1.2.10 Professional Development*..